



The
**California
Palms**

California School for the Deaf
Riverside, California

Volume 4, Number 4

March 1959

Calendar of Events

MARCH

- 21—Upper School Spring Dance, Social Hall
7:30—10:30
- 26—G.R.C. Sleepout
- 27—School close at noon for Spring Vacation

APRIL

- 5—Pupils return from Spring Vacation
- 11—Intermediate School Spring Party 7:30-9:45
- 21—Girl Scout Troop 1, Outing to Mt. Rubidoux
- 24—Parent Visiting Day
- 25-26—Girl Scout Troop 2, Overnight camp at
Barton Flats
- 30—Senior Outing

MAY

- 1—Senior Outing
- 2—Girl Scout Troop 1, Outing to the Doll House
Banning
- 3—P.T.C.A. Meeting, Social Hall, 3:00

Problems of Communication for the Deaf *

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California School for the Deaf, Riverside



DEAFNESS is a unique handicap unlike all others because while it is a physical handicap, the major effect of the handicap is not physical but is in an entirely different realm. The inability to hear sound in itself is not the major handicap to the person who is deaf. The major handicap is essentially a by-product, difficulty in communication. When the physical handicap of deafness is present at birth or is acquired shortly after birth, the consequential communication handicap results in one of the major educational problems faced by any type of individual. Impairment of hearing at a later age after language has been learned but before a person's education has been completed, can still pose a great problem but is not comparable to the problem faced by the individual who became deaf before he was old enough to learn language and to learn to talk.

Communication is a broad term and a true understanding of the problems of communication for the deaf requires some analysis of this term. Broadly speaking, we have two types of communication, one of which is expressive and the other receptive. Expressive communication takes various forms. Speaking, writing, using the manual sign language and using manual fingerspelling, natural gestures, pantomime and the drawing of pictures are all types of expressive communication. A thought or an idea which is going out from a person is being expressed and utilizes one of the expressive means of communication.

In contrast, listening to someone else speak, reading, lipreading, reading signs and fingerspelling, and receiving ideas from pantomime and from pictures are all receptive forms of communication. In this we receive a thought or an idea which has been expressed by someone else.

Most of these receptive and expressive forms of communication are based on a symbol

system. Our most commonly used symbol system is the English language. The particular word has a meaning or it may have several meanings and then this word is expressed in its various ways, such as through speech or fingerspelling, and it is received by another person through hearing or reading.

All too frequently the person who is not familiar with the problems involved in learning the means of communication, and unfortunately sometimes those who are supposed to be familiar with this area, make the common mistake that knowledge of one means of communication automatically brings knowledge of another means of communication. Thus in the area of education of the deaf, the term "oral communication" is used again and again and generally with the thought implied that oral communication is a single form of communication. Obviously this cannot be the case as, has been pointed out above, communication is both expressive and receptive. So while in oral communication speech is used as the expressive side of the coin, either hearing or lipreading must be the receptive side of the coin. For a person who is deaf, skill at speech does not automatically bring skill in speech reading. Nor does skill in speech reading necessarily bring skill in speech. The most obvious example is drawn from the people who have normal speech because they have normal hearing and then suddenly lose their hearing at possibly the age of 12 or 15. Such a person still retains relatively normal speech but he may be completely unable to lipread. His ability at speech does not automatically make him a lipreader. And although it is less common, a person could be quite proficient at lipreading and still not have speech that would be intelligible to the general run of the public.

This basic problem of communication for the deaf is the reason for special schools for the deaf. The typical deaf child who has always been deaf and who enters school at an early age with no concept of language, with no knowledge of the names of things, with no

* Presented at West Coast Regional Institute on Personal, Social and Vocational Adjustment to Total Deafness at Berkeley, California, February 3, 1959.

knowledge of words to express actions or ideas, with no language to consider ideas, is faced with a problem of learning many forms of communication and then using these forms of communication as the tools for obtaining an education.

The person with normal hearing has a native language because from the day of his birth on he has been continually bombarded with this language. The typically deaf child has received none of this and his knowledge of his native English is no greater than the knowledge of most Americans is of Chinese, Russian, or Turkish when they have never heard any of these languages at any time during their lives.

The problems involved in teaching language to the deaf child who has never heard are difficult to describe. A couple of examples of difficulties may help give some insight into the problems faced. Starting with concrete nouns and action verbs the teacher and pupil begin the laborious process of mastering the English language. The concrete nouns and adjectives of size, color and number are not so difficult. However the order in which the words are to be placed is difficult. It is proper to say **three red roses**, but it is not correct to say **red three roses** or **red roses three**. Hearing people use the correct word order without even knowing there are such things as rules to cover this. It would appear that prepositions such as **in**, **on**, and **under** would be easy to illustrate and thus easy to teach. But there are difficulties here too. It is proper to say either "He got **on** the bus;" or "He got **in** the bus." But we can only say "He got **in** the car," and we cannot say "He got **on** the car." When the teacher must get across the idea of **though**, **if**, **when**, **although**, **so**, and the majority of the other words in our English language that are not concrete, further difficulty arises.

Multiple meanings of common words cause great difficulty. The word **run** is a good example. Just a few of the various meanings are illustrated in the following sentences: The boy runs fast; During the flood the river runs swiftly; Eisenhower and Stevenson were running for President; When he is scared his blood runs cold; She has a run in her stocking; Her nose is running because she has a cold; The Dodgers made four runs in the first inning; and there are many other meanings of this one word.

The child must learn the use of pronouns. Sometimes he learns them too well. A small deaf boy by the name of Chris learned that when writing about himself he was not to

write the word Chris, but substitute the pronoun **I**. When Christmas came and many news stories were written on the board about Christmas, little Chris would never write anything but **Itmas**. He had learned his lesson well.

Deaf children learn that the plural form of nouns is usually made by adding an **s**. Then they get confused because in certain tenses the singular form of a verb is formed by adding **s**. "Her grandparents live in Indiana," but "Her grandmother lives in Indiana."

Deaf children generally learn the past tense of a verb first, because when talking about or writing about an action that has been performed the past tense is the appropriate one. So Johnny learns, "Our class went to the store." Later he must learn that **go**, **goes**, **will go**, **has gone**, **have gone**, and a number of others are all basically the same verb as **went**, but used in different kinds of situations.

As the deaf child learns arithmetic, social studies, science, and everything else he studies in a formal way, or learns informally, he has this language problem. In addition to this lack of language and lack of communication which form such a major handicap in the lives of the deaf because of the effect on their education, this difficulty in communication cannot help but have other effects upon the deaf also.

Child psychologists lay great emphasis upon security in its psychological sense as a necessity for normal emotional and psychological adjustment. What is the psychological effect on the small child who has no way of knowing when his mother leaves the house to go to the supermarket that she will be back in just half an hour? If the child is hearing, the mother can tell the older brother Jimmy to look out for the smaller child and can tell the smaller child that she will be back soon. But if she can never tell the deaf child this, regardless of where she goes or how long she is going to be gone, what are the effects upon him?

When the deaf child becomes old enough to realize that much communication is going on between other members of the family, and when he is at the table and sees the others laughing at something which may be a result of a humorous incident that one person is telling another, what is the psychological effect on the deaf child who is physically present but psychologically excluded from this communication? When a deaf child watches T.V. programs, or if he goes to the movies, he sees many things happening before his eyes. However the relationships, particularly the cause

of a plot, all of which is dependent upon dialogue or other means of communication, is never clear to the deaf child. What kind of effect does this have on the thought processes of the deaf child? Knowledge of the relationship between cause and effect is one of the most important things in the lives of everyone of us. And yet our knowledge of the relationship between cause and effect, in most instances, requires communication to link the two together.

Many of the things that mold our personalities and that help us to live together as social and socially acceptable human beings, are learned responses and learned because we have a means of communication. A very simple illustration of this is tact. All of us are tactful to a varying degree. None of us were born with tact, but this is a learned response. How did we learn it, however? If we first of all agree that tact is a consideration for other people's feelings, a little analytical thinking tells us that we certainly had no consideration for anybody else's feelings when we were two or three years of age. When we were a little older than that, we probably received our first lessons from our parents by having them chastise us in one way or another, in some cases physically and in other cases verbally, when we said something or did something that was socially not acceptable or hurt somebody else's feelings. When we became a little more mature, other people would say something which would hurt our feelings, and while we did not like this, we learned from it so that perhaps we did not say or do the same thing to somebody else. And then when we became even more mature, we would perhaps say something that hurt somebody else's feelings, but immediately we would recognize what we had done, feel sorry that we had done it, and resolve not to do it again. But the deaf child who does not have enough language and perhaps not enough speech to express himself very clearly or extensively, and who in turn cannot understand others through the medium of the English language, does not have the opportunity to go through this process as do hearing children. It is amazing that in spite of this, many, if not the majority of deaf people, learn or acquire tact in one way or another, but it still has to be a taught and learned process, and quite possibly comes much later with deaf people than it does with hearing people.

A deaf person may have a good command of English, and yet not have any idea of what is required to really communicate in a particular

kind of situation. In December, 1958, I received the following letter, written in long-hand in red ink:

"Dear Dr. Brill:

When will you hire me?

Thanks for your courtesy and reply.

Sincerely,

"

Aside from a signature and a return address, this was the complete letter. It was from a young deaf man I had met briefly once a number of years ago. The previous meeting had not been in regard to employment. This illustrates graphically that knowledge of English alone is not enough to be able to communicate effectively in the broadest sense.

Many deaf people learn to speak very intelligibly, and many learn to lip-read very well. In spite of this, problems of communication remain as a central problem all of their lives, affecting virtually every facet of their lives. It is a mistake to think of "the deaf," or even an individual deaf person, as being entirely oral or entirely manual and living entirely in a hearing world or living entirely in a deaf world. In actual practice each deaf person finds out through trial and error, and in some cases by objective analysis, how much he can move in and move out of particular groups. By and large, deaf people work with hearing people in their vocational lives. At the same time, most deaf people marry other deaf people and generally have most of their social life with other deaf individuals and in deaf groups. However, they reside in homes with hearing neighbors, they much more often than not have hearing children, and much more often than not have hearing parents and other hearing members of their family. Each deaf person finds out for himself with what individuals he can use his speech, with what individuals he can communicate receptively by lipreading, with what individuals and what situations he will resort to use of the pad and pencil, and in what situations and with what people he will resort to the sign language, fingerspelling or pantomime. It is rare that only one of these means of communication is used by an individual.

Many deaf adults who have very good speech are loath to use it in a public situation if they have experienced previous embarrassment due to their inability to judge the sound level at the time they wanted to say something. A deaf person who uses a very loud tone of voice in a place where he thinks it is rather noisy and finds that everyone turns around

and looks at him, is perhaps the next time more likely to resort to writing a note. The same may be true of the deaf person with equally intelligible speech who speaks so low where the place is very noisy and his companion cannot understand him because he cannot hear him. He may also resort to the pad and pencil the next time he is in a public situation.

A deaf friend of mine who had excellent speech due to the fact that he did not lose his hearing until he was 14 and who was an excellent lipreader as exemplified by the fact that he was married to a hearing girl who generally communicated with him orally, explained to me why he always used the pad and pencil when he asked a question in a strange place where the answer was important to him. He illustrated this by saying that if he went into a railroad station and wanted to know what time the next train left for Chicago, he would always write the question, because when he wrote it, the ticket seller would always write the answer on the paper for him and then there was no question about the answer. If he asked the man orally, there was no difficulty in the ticket seller understanding him. But my friend realized that it is easy to make an error in lipreading, particularly where time and numbers are concerned. When he verbally asked the ticket seller to write his reply on a piece of paper because he was deaf, the ticket seller would immediately begin to raise his voice and mouth the words in such a horrible manner that it was completely impossible for my friend to understand. He found it much simpler to let the other people think that he could communicate in no way except by writing and thus he insured himself of a written answer.

The communication problems of the deaf are manifold. The deaf person who has a complete knowledge of English and who can communicate orally to the extent that many people are able to understand his speech, even though some would require a little time to become accustomed to it, has many problems. However, they are different kinds of problems from the many deaf people who never have a truly thorough knowledge of basic English.

Mervin D. Garretson, a deaf man who is the Head Teacher in the Montana School for the Deaf, has a condensation of a talk he gave printed in the December, 1958, issue of the Montana School paper, *The Rocky Mountain Leader*. Mr. Garretson is an excellent lipreader with very intelligible speech. He points out clearly the difficulties of a deaf man in a hear-

ing group. Quoting from Mr. Garretson:

"Hundreds of so-called authorities in the field of education of the deaf have decried our tendency to use the sign language and fingerspelling, and have insisted that we all can learn to lipread and speak. We all can—and most of us do lipread and speak reasonably well—for deaf persons. How effective this business of speech and lipreading is in a gathering of hearing people, the authorities never explain, or else do not know. Most of them confuse us with the hard of hearing, and because they have seen successful examples of hard-of-hearing "deaf" persons making fine progress in a hearing society, they come to the firm conclusion that all deaf people can do likewise.

"I have sat in groups with these very same understanding authorities on the deaf, and watched helplessly as the conversation was bandied back and forth and round and round. Once in awhile one of the experts would pause and elucidate quite clearly for my benefit an outline of what had gone on in the last half hour. He would then advise me that most of it wasn't too important anyway, and 'you haven't missed much!' Then they'd go on with their animated discussion, satisfied that the deaf member was 'participating,' and therefore was a happy and integral part of the discussion. It is difficult for a majority group to realize that just sitting around, perhaps catching a stray word here and there, being given a one-sentence summary every 15 minutes, and being unable to express an opinion or even put in your own two cents, doesn't by the farthest stretch of imagination mean that you are a participant in a conversation. Even Khrushchev with his Russian interpreters gets more out of an English conversation than we do with our lipreading and 15-minute summaries."

The problems of the adult deaf who do not have the knowledge and mastery of English as exemplified by the author of the preceding quotation are of a different type. One of the problems of this all too large a group is the fact that while our English language has quite precise meanings for words, a slightly different word can give quite a different meaning. In addition to this we have a certain amount of emotional weighting of words. For example, I may think that a person is not telling the truth but I might bring this to his attention by telling him that he may not be quite sure of all of the facts in this particular case, or that he misunderstood someone else or me when something was explained to him. A very

blunt way of putting this, which does not really completely express this other meaning, is to just say that the person is a liar. All too frequently a deaf person who has limitations in the English language knows the word "liar" and does not hesitate to use it, either in sign form or perhaps in written form, in talking to or about somebody else. Actually he may realize that the other person did not completely understand the facts, but the only symbol he has to communicate this idea is the one word "liar." Using such a word is not the best way to win friends and influence people. It can lead to many kinds of further misunderstandings, including loss of job as well as loss of friends. Basically it is a communication problem.

Sometimes a person is slow to understand or has not had the opportunity to get all the facts in a particular situation. It is not advisable to call such a person, particularly to his face, stupid or dumb. Again, some deaf people with a limited knowledge of English will use these words because they are the literal interpretation of an all-too-frequently-used sign. The person who is truly familiar with the deaf and their language limitations will not immediately take offense, but it is perhaps too much to expect that others who are not familiar with the language limitations of the deaf, do not take offense if they are castigated as being stupid or dumb by the deaf person.

Our language is broad; it is complicated by the multiple meanings we have for many words. It is further complicated by the specialized vocabularies we have in individual lines of work and endeavor. While the vocabulary in a particular field may be strange to a hearing person he can learn that language very rapidly merely by association with the people in the field and hearing the terms used. The deaf person has to learn each specialized vocabulary and it generally has to be specifically taught. Many of the so-called technical terms are further confusing because they are technical in the sense that as used in a particular situation they have one meaning, while used in a different situation or in a broader situation have another meaning. The shop instructor often has to use a great deal of time to teach the meaning of the words as applied to his shop, explaining why they have different meanings in his shop and at the same time, make it clear to the student that the academic teacher is also right in the definition and use of the word in a different situation. For example, a girl may have to learn the word "baste" in sewing. She learns that this means to sew

with long stitches for temporary sewing. Then when she goes to cooking class she learns that this same word means to moisten the meat with melted butter. The punch used in a fist fight and the punch used to make a hole in paper are spelled the same but are basically different words. **Rule, swell, size, teeth, gain** are samples of very simple words that have multiple meanings and thus are confusing to the deaf child. They would hardly be called technical words, but a few of the semi-technical expressions which are confusing to the deaf include such things as "lock up the form," "pull the proof," "balancing the books," "feather the edge of the paint," "keys on a typewriter."

The teacher of the deaf is continually simplifying the language, and yet if it continues to be simplified, when the child becomes an adult, he will not be able to understand English as it is commonly used. He may first learn the meaning of the word "identical" as meaning "same as," "repel" as "push away," and "pedestrian" as "a person walking," and "instruct" as "to teach." If the more difficult form is the only one used, the deaf child may never understand. Because the schools have not been completely successful, for many reasons, in teaching a mastery of the English language to all the deaf, it is necessary for those working with many of the adult deaf to simplify the language, and in a sense be language teachers.

A point of caution that all who communicate with the deaf must remember, is to never assume that just because a person nods his head affirmatively that he understands. It is embarrassing for most people to admit that they do not understand something. This is particularly true when something has been repeated, and we still do not understand. It is much less embarrassing and it is usually easier all around to just nod the head yes. Hearing people who are trying to communicate via signs and fingerspelling, but who have trouble in understanding manual communication often do the same thing. A deaf person may sign or spell to them rapidly, they don't understand, but they still nod their heads yes. This can sometimes lead to disastrous results. If it is important to know whether the deaf person understood what was said to him, don't ask him a question that can be answered yes or no, but rather a question that requires a content answer.

Thus the communication problems of a deaf person are exceedingly practical problems.

(Continued on Page 7)

The California Palms

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California School for the Deaf
Riverside, California

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Psychological Program at CSDR

Many parents have expressed an interest in the psychological facilities being provided their children here at the California School for the Deaf. It is the purpose of this editorial to describe the program and answer any questions that might exist.

Basically there are three phases to the services we have, the first being psychometrics or testing, the second counseling, and the third consisting of research. These three parts will be discussed separately starting with the testing.

Generally speaking the purpose of testing is diagnostic. We are trying to find out what aptitudes and personality traits the child has in order that we may understand him and predict his behavior. By so doing we are able to provide a school program that will help the child in meeting his needs. To achieve this insight into the child three types of measures are used. The first of these are intelligence tests. Every student here is given an individual IQ test which aids in properly placing him for academic work. These tests make possible the early detection of the educationally gifted and the educationally retarded so that they may be given the right courses at the proper level. IQ reports coupled with other tests also aid in the diagnosis of academic failures making it possible to provide them with constructive help. Another function of intelligence measures is the detection of mental retardation. This assures you as a parent that your deaf child will not be taught and housed side by side with the feeble minded as was the custom in many schools for the deaf as little as a decade ago. A final function of IQ testing is to set somewhat general limits to be used in vocational guidance. For example, a child with a very low IQ would be encouraged to select a vocation that was within his intellectual capacity.

The second type of tests given here are personality measures. These aid in the early detection of the emotionally maladjusted, the delinquent, and other abnormal deviants. This is important for two reasons. When conditions of this kind are diagnosed before they become fixated or deeply entrenched, therapeutic measures are more effective. In cases that cannot be handled here, the individual can be referred to another institution or at least dismissed from here where he might otherwise do great damage to other children. A final use of personality tests is as an aid in vocational guidance.

This brings us to a third kind of testing which we do not now have but hope to offer in the future. It is vocational testing. Such testing would help us determine the aptitudes of our pupils for placement in our own vocational program and the tests would also be a permanent part of the records of our graduates when they leave school. Having this as a part of their record would mean they would be in a better position to get good opportunities from industry and state agencies that aid them in employment. There is unfortunately a tendency to automatically place deaf people in rather menial jobs and this would be counteracted somewhat if the deaf applicant had psychometric proof, in the form of test batteries, to verify his aptitude for better positions and more advanced training.

One other point should be brought out in regard to psychometrics. Our society is becoming increasingly test conscious. State and federal civil service, trade schools, colleges and industry are all using tests more and more. Therefore, in addition to the above mentioned values of the testing program, it also gives our graduates a sort of "test sophistication" which can often be the difference between failing and passing the exams they will face in seeking employment, training and formal education.

The second basic psychological service provided children here is the counseling program. Counseling is a term of varied meanings but for the purposes of this discussion it will mean psychotherapy. When, through the screening tests, reports of dormitory counselors or teachers, we find children who are maladjusted, academic failures, or delinquents, an effort is made to correct the condition, first by manipulating the environment, such as perhaps changing a roommate, a class placement or a social activity. Where this is not the answer, the child is given psychotherapy here in close cooperation with the local

mental hygiene clinic. In essence, psychotherapy attempts to take an individual who has integrated certain life experiences unsatisfactorily and go back over these experiences with the person in such a way that the subject is able to interpret his life in a way that is acceptable to himself and society. This is a very difficult, time consuming process, involving deep emotional investment and catharsis. This already complex task of psychotherapy is further compounded in difficulty because we are working with deaf children with whom the verbal process of therapy must surmount the language limitations usually concomitant with deafness. Actually if you took the prototype or typical example of the deaf subject and the prototype or typical example of the person most difficult to aid through therapy you would have two examples of individuals who were practically "psychological twins." This has obvious and perhaps ominous significance in so far as therapy with deaf children is concerned. However, starting from these very realistic frames of reference, a counseling program was instigated here this year. It is a truly pioneering effort in the profession of educating the deaf, but an urgently needed one. Urgently needed because deafness makes adjustment more difficult and maladjustment proportionately more prevalent.

The third basic part of the program here is research. As is often the case, research is definitely a stepchild and as such is the victim of a great deal of neglect. This is apparently inevitable because research, especially basic research, takes a great deal of time and money and can never give promises of results of immediately applicable value. Speaking for a moment about the entire area of deafness and not just this school, this neglect of psychological research is tragic because deafness imposes upon its victims experimental controls that offer the psychological researcher the richest possibilities available today in the science of human behavior, and this potential is as yet almost totally unexplored. This is partially the result of a rather ironic situation in which those who are trained in the methodology of psychological research for the most part are not aware of the implications of deafness, and conversely those who know the controls deafness imposes do not know the principles of psychological research. The end result is that little or nothing is done along these lines.

Rather than get any farther off on this tangent, it would be well to discuss some re-

search that was done here this fall. A graduate student from Redlands University, under the guidance of Dr. Brill, did an interesting study on developing a technique for the detection of brain damage in deaf children. The work was enlightening and it was done in an area of great potential value to the profession of the education of the deaf, because to properly educate a brain damaged deaf child there must first be a method devised that will enable this damage to be detected. As yet this is impossible in many cases.

To conclude this editorial it might be well to reiterate the services provided your children here at the California School for the Deaf. These include individual intelligence testing, personality testing and counseling program and research projects.

McCAY VERNON,
Teacher Psychologist

(This editorial is based on a paper presented at the March PTCA meeting.)

Communication Problems

(Continued from Page 5)

They are continuing problems. They are problems that affect his social life, his vocational life, his recreation, his education, his psychological and emotional adjustment, and his understanding of the world about him.

Perhaps the most encouraging thing about the communication problems of the deaf is that in spite of the fact that they are so great and extensive, so many deaf people are very well adjusted and get along exceedingly well.

Mr. Rahmlow Attends Conference

Mr. Rahmlow, supervising teacher of the Vocational Department, attended the 21st Annual Conference for Industrial Education held in Stockton, California, from March 10 through 13. Mr. Rahmlow also spent March 9 visiting the California School for the Deaf at Berkeley.

Teachers of the Deaf to Meet in Colorado Springs

The Thirty Ninth Meeting of the Convention of the American Instructors of the Deaf will be held at the Colorado School for the Deaf and the Blind in Colorado Springs from June 28 through July 3.

The theme of the convention will be "Today's Education Can Meet the Needs of the Deaf Child."

Dr. Richard G. Brill is the program chairman for the convention.

Lower School News

A Trip to the Pet Farm

We went on a trip to the Pet Farm. We saw many birds and animals. The pet skunk wanted to play with us. The baby puppies wanted us to pet them. We bought some guppies for our fish bowl. We hope they have babies. We are going to have a "Pet Farm" in our room.

The Kindergarten

Class "A"

Stevie Summers is a new boy in the Kindergarten.

Chris Hagen has a new black puppy.

Shirley Adame has a new baby at home.

Loddie Gonzales enjoys rhythm and dancing.

Belinda Lewis has a pretty new blue coat.

David Rojas likes to cook in the playhouse.

Donna Kurtz likes to keep time with the big drum.

Linda Lamoreaux has a horse named Peppy.

Sarah Marentez likes her new hearing aid.

Mark Sultan likes to ride home on the bus.

Michael Campos likes to paint and draw pictures.

Katy Primm has a pretty doll.

Cynthia Hunsucker enjoyed modeling clay.

Gayle Bena is the only day pupil in the Kindergarten.

Paul Helton had his sixth birthday this month.

Ricky Todd pulled his front tooth.

About Class "B"

Joanne Miller has a toy rabbit.

Carole Solley has a doll.

Patti Delbon has a new coat.

Dianne Ward has a ring.

Eddie Dudley has a puppet.

Mike Sullivan has a book.

Ralph Sanchez has a blue car.

About Class "C"

Rudy Anderson has a rabbit.

Judy Blair has two sisters.

Pat Carton has a baby sister.

Don Cogswell has a dog.

Ann Cronk has a cat.

Bruce Gould has a baby sister.

Rose Mary Ortiz has a big doll.

Barbara Torres has a dog.

About Class "D"

Irma Gonzales got a surprise because she was a very good girl.

Kenny Watson has a new Zorro watch. His father hid it in his sock.

Lance York got a new red sweater with funny pockets and a hood.

Jerry McGaugh got three valentines from his cousins in Ohio.

Diana Mesa lost a tooth.

Malinda Williams has a beautiful new dress.

Wesley Feria has some Zorro pictures.

Alana Nunn has a funny rabbit whose name is Hop.

About Class "E"

Bobby Bedford lives in Long Beach.

Mike Butterfield lives in Hawthorne.

Eddie Chavez lives in Los Angeles.

Billy Clary lives in North Hollywood.

Dianne Elkins lives in Redlands.

Kathy Kutscher lives in Anaheim.

Rickie Myhre lives in Culver City.

Cindy Roberts lives in Huntington Park.

About Class "F"

Lynn Struble has been sick for a long time.

Beverly Goldsberry has two new pair of leotards.

Carol Tufts' father gave her a watch last month.

Patty Burrell has a new plaid skirt, vest, blouse and capri pants.

Dicky Glasgow went to the grocery store with Miss Gruber.

Richard Barron's mother visited school February 13.

Barbara Carr brought her checkers to school last Monday.

Johnny Wilson's mother bought some valentines for Johnny and his brother.

About Class "G"

Rosemary Kutscher came to our room in January from CSDB (Berkeley).

Rebecca Cahhal brought a new hearing aid to school.

Charles Caruso has a blue bicycle at home.

Jeanne Buller had a birthday March 6. Now she is nine.

Johnnie Koranda gave Mrs. Gates a box of candy for Valentine's Day.

Ray Butler stayed at Eddie Anderson's house one weekend.

We have goldfish in our aquarium now. I change the water every two weeks. There are corals, greens and shells in the aquarium. I like to watch the fish swim.

BRYCE BREWSTER

Larry Cordero lives in Colton. He has nine brothers and sisters.

Lanny Nunn has two brothers and two sisters at CSDR.

About Class "H"

Kenny Boyd has a new bowling game.

Mike Rojas played with it. He won.

David Rivira got a letter from his dad.

Michael Shannon's mother gave him a new wallet.

Greg Coursey has a racing car.

Lance McGhee's mother bought him a toy airplane.

Jimmie Van Den Brock and some of the boys from Rubidoux I made cookies.

Jesus Loera made a model airplane.

About Class "I"

Charlotte Corona has a black poodle dog at home.

Linda Lesley had a birthday on February 27.

James Cortez gave us some candy.

Debbie Matthews has a brown horse at home.

Fernando Zoldivar got many valentines.

Tommy Burger has a new blue notebook.

Isaac Abenchuchan was sick. He is well now.

Danny Villavicencio likes to draw pictures.

About Class "K"

Eddie Anderson's mother and sister came to our Valentines Party.

Marlena Rosendahl has a turtle at home.

David Schiff has some candy in the dormitory.

Linda King has a little doll.

Danny Briones has a big new kite.

Lee Malsberg has four dogs at home.

Silvia Marquez can skate.

About Class "L"

Lily Miller got a Brownie camera for her birthday.

Linda Paker's family went to Huntington Beach on Friday, February 20.

Kathy Szuszkiewicz has a jack rabbit at home.

Ricky Jamison's grandfather is visiting from Oklahoma.

Peggy Soyster likes her new hearing aid.

Richard Hastings went home in his father's airplane last week end.

Linda Hearn's horse likes carrots and apples.

Clyde Vincent did not come back to school after the long week end.

About Class "M"

Janice Hallmark's birthday was February 17. She is nine.

Christopher Groves' daddy bought him a green kite and a yellow kite.

Nancy Thomason's daddy bought her Valentine candy and black tights.

Todd Brown, his father and sister, Sandy, played golf. Todd baked a cake.

Bruce Brewster was at home one week. He got a burn.

Patricia Moore and her sisters, Ellen and Jane, had fun at home. They went to the store, to the show and to church.

Gregory Danielson and his father flew an airplane. Gregory flew the plane himself.

Michael Barber and his sister Alyce rode horses. The horses jumped.

Elementary School News

The students of Elementary School enjoyed their parties on Friday, March 6. The party for the younger children was held in the social hall in the afternoon. The party was under the direction of Mrs. Kelly.

The older children of the department had a party in the evening. They played games and danced. This party was under the direction of Mrs. Hritz.

Mrs. Abal's Class

We have a new teacher. Her name is Mrs. Abal. She comes from far, far away. She comes from the Philippines. She rode on a big boat. It took her twenty-one days to come to our country.

JEFF JONES

Our goldfish in the aquarium died January 22. Jerry buried it among the ivy. He put a cross on it. We felt very sorry. Maybe we will get another goldfish.

BUTCH PAPLIA

Four boys went home for the weekend. Jeff and Warren stayed at school. I went home. My home is in LaPuente. Bryce Brewster went to Pomona. Kirk Stephenson went to Montrose. Jerry Moore went to Whittier. Our parents came to take us home.

RICHARD BRYAN

We have a parakeet for a pet. It is in a cage. We named her Fifi. It flies and jumps around in the cage. It sings once in awhile. I clean the cage every afternoon.

KIRK STEPHENSON

My birthday was January 20. I had a party in the afternoon. My friends came to the party. There were twelve candles on the cake. I made a wish and blew out the candles. Then I cut the cake and served the guests. We had cake and punch. We enjoyed the party.

My mother gave me a pair of gym shoes. Mrs. Tennis wished me a happy birthday.

JERRY MOORE

Eighteen boys went to the Indio Fair last Saturday, February 14. We rode in the bus. We walked around and saw many things. I bought a pretty stone. Some of the boys bought chameleons.

We ate lunch at twelve o'clock. We had ham sandwiches, apples, bananas, cold chocolate drinks and cookies. After lunch some of the boys rode the merry go round and the ferris wheel. We left the fair at two o'clock. We were tired but we enjoyed the outing.

WARREN SNYDER

I went to the Snack Bar Monday evening. I bought some cheese-chips and ate them. I go to Girl Scout meetings every Tuesday afternoon after school.

JUDY DILLE

I stayed at home two days because I was sick. I came back to school Tuesday afternoon.

JOHN WILCOX

I went to my friend's house to play, then we went to another friend's house. On the way back to my home we saw a robber in a store. The policemen were there. They caught the robber.

STEVEN STRATEMEYER

My mother, father, and I surprised our friends in the hospital. We took valentines and some clothes to them. They were happy.

JOSEPH LEON

I worked in my dormitory room. I washed the windows and cleaned the venetian blinds.

ROBERT GOODWIN

I played basketball this year. My team played two games. We won one game and lost one game. I like to play basketball.

DANNY MARQUEZ

Gerald Williams has had his parakeet in the classroom for two weeks. He takes care of the bird.

Mr. Holter's Class

Suzanne Calzada is very proud because she went home alone on the bus for the first time February 18th.

Chris Bello is pleased because he was chosen to be on the tumbling team. He is the only one from Class N who is on the team.

Karen Rowenhorst bought a new dress for the Elementary School Party on March 6th. She can hardly wait for March 6th to come.

Jackie Long is new to Class N. He was in Class M before.

Evelyn Brown is happy because her brother may come to CSDR next September.

Dennis Wiley, Craig Fenton, Chris Bello, Ronnie Scolaro, and Jackie Long are all sorry that the basketball season is over for this year, because they enjoyed playing so much.

Mrs. Brown's Class

On Saturday morning about six o'clock, I went downtown to meet my Boy Scout troop. (I don't belong to the school troop because I live at home.) We were going to the Indio Date Festival. Each of us had to bring a lunch, a towel, a sleeping bag and many other things.

We left Riverside about six-thirty and arrived at Indio about nine-thirty. All of us had to help set up tents on the fairgrounds. We got in free, but each troop had to bring four or five dollars to spend.

I saw many pretty girls and I took some pictures of them. About twelve o'clock came back to our camp for lunch. For a while we played games. We threw some old dates that had dropped from the palm trees.

About six o'clock we cooked our dinner. We had steaks and spaghetti with meat balls.

At night we went back to the fair again. It was beautiful with all the lights. At ten o'clock we came back to our camp to sleep overnight. It was very cold.

In the morning we got up at seven o'clock. We packed our tents and sleeping bags and put everything into the trailer. Then we took a three-mile hike. When we got back, we were ready to leave. On our way home, we saw snow up on the mountains. It was beautiful in the sunshine. I certainly had fun on that Indio trip!

GREGORY DECKER, Class I

The Junior Palms

INTERMEDIATE SCHOOL

Reporters:

Intermediate School Language Classes

Advisor:

Mr. Harold Ratai

ADVENTURES IN THE PAST

A Sword in the Tree

The *Sword in the Tree* is the name of a book. The story happened many years ago in the time of King Arthur in England.

One evening, Shan, a young boy, woke up because he heard a noise. His mother, Lady Marian, came into his room and said his father, Lord Weldon, was bringing a wounded knight. Shan ran to the courtyard. Two litter-bearers carried the wounded knight into the castle, and put him on a bed. Lord Weldon told Shan to go to get Nappus, an old deaf doctor.

A few minutes later, Shan returned with Nappus to the bedroom. Nappus pulled an arrow from the wounded knight's chest. Then he washed the wound and put a piece of cloth over it. Nappus told Lady Marian to bring some wine. Nappus gave it to the wounded knight. The wounded knight rose up slowly. He recognized Lord Weldon. He said, "My brother," and lay back on the bed. His name was Lionel.

A few weeks later, Lionel felt better, so he and Lord Weldon decided to go hunting. Shan overheard them and asked them if he could go with them, too. His father wanted him to go, but Lionel denied him the privilege. Shan felt disappointed, but his father told him that he could go the next time.

Hours passed and Lady Marion began to worry about her husband. Suddenly, the gate opened and Lionel approached. Shan asked him where his father was. Lionel told him that his father had drowned in a swamp. Shan cried and went to his mother. Lionel tried to comfort Lady Marion and Shan, but she pushed him away.

One day, several weeks later, Lionel was putting Lord Weldon's sword on his bed before he went outside. Shan came into his room and said, "That is my father's sword." Lionel told him that the sword belonged to him and to get out of his room. Shan left feeling dejected. Lionel left to go outside. Shan crept to Lionel's room, took the sword, and hid it in an old oak tree in the courtyard.

Later, Lionel returned and found that the sword had disappeared. Lionel called Shan and asked if he had stolen the sword. Shan told him that he would not tell. Lionel threatened to put Shan in the dungeon. Shan cried and told him that he would bring it back the next day. He ran away to his bedroom.

Lady Marian came and comforted Shan. They heard a noise. It was Nappus. He came into the room. He wrote on a scroll. The message was, "Lionel will kill you." Lady Marian and Shan decided to run away. Nappus helped them to pack their clothes. He guided them away from the castle.

One year later, Shan went to see King Arthur at Camelot and told him all about his uncle and his castle. King Arthur ordered a knight, Sir Gareth, to help Shan. They went to Weldon Castle and approached Lionel. Lionel pretended that he did not recognize Shan. Lionel said to the people in the courtyard, "Do you know this boy?" Nappus came and knelt in front of Shan. Lionel told a guard to take Nappus away. Then, Shan remembered about his father's sword in the tree and brought it to show Lionel. Lionel became frightened and seized his sword to kill Shan. Sir Gareth protected Shan by having a duel with Lionel. He defeated Lionel.

Nappus returned with Lady Marian from the courtyard. Nappus took Shan to the dungeon. Lord Weldon was there. Shan rejoiced to see his father. Lady Marian and Lord Weldon embraced. Shan tried to give the sword to Sir Gareth, but Sir Gareth would not accept it. Shan kept the sword and the Weldon family lived happily ever after.

(This story was written as a play and given in January for the assembly program.)

CLASS O

ADVENTURES OF TODAY

My First Helicopter Ride

One Monday morning, my father's friend, Steve, took my brother, Robert, two little boys and me to Hollywood. We rode on a bus from there to the Los Angeles International Airport. We got off the bus and waited about one hour. Then we got into a helicopter. It jerked and then started to fly. We went from Los Angeles to North Hollywood. I took some pictures of Los Angeles and Hollywood. I took a picture of the large lake in Hollywood. The helicopter landed at a small private airport in Los Angeles, and a man took some mail out of the helicopter. Then we flew to North Hollywood. When the helicopter went up high, my ears popped. I took a picture of

the May Company in North Hollywood. The helicopter landed there in a park. We got out and Steve's wife took us to a soda fountain. I ate a hamburger and drank a chocolate malt. I had lots of fun.

CHRIS HUNTER

Fun at Disneyland

My mother's three sisters, their children and I went to Disneyland. I was glad to be able to go. We arrived at Disneyland and bought some tickets for rides and to see several things. My cousins rode with me in the Tea Party Cups, on the Skyway, and on many other rides. We felt hungry, so we left Disneyland. A man stamped the back of our hands.

We ate at a park near Disneyland. We finished eating and went to Disneyland again. Another man flashed a light on our hands to see if they had been stamped. We went to ride in the Jungle Boat. I gave a ticket to a man. He said, "Hello, Mona." I was surprised because I did not know him. I found out later that I had my name on my locket. We left Disneyland. It was a very interesting trip.

MONA WINGFIELD

A Day of Trouble

One day, I made a chessboard. I sanded it and then painted it. I left it for forty minutes and a big dusty wind came up. When the board got dry, it was full of terrible bumps from the dust that stuck on it.

I sanded it again. It did the same thing four times. For the new year, I had wished for good luck. My wish finally came true because the fifth time that I painted it was the

GORDON JOHNSON

ADVENTURES OF FANTASY

The Magic House

One day a little girl and boy were lost. They were both nine years of age. Their names were Douglas and Susan Greenfield. They were lost at the Orange County fair. Douglas had five dollars in his pocket, and Susan had five dollars in her purse.

They played many games at the fair. They spent all their money. Douglas asked Susan where they would go. Susan said, "I would like to go to the Magic House and stay there until morning."

Douglas said, "That is a good idea." He said, "I will go to the beach first and collect bottles and give them to a man. He will give us some money for them." Susan and Douglas

went to the beach. Douglas picked up fifty bottles and Susan did the same. Each of them got one dollar for them. That was enough money. They saved it until late during the night. At twelve o'clock, the fair closed. They ran to the Magic House and bought a ticket. When they went in, they found three old rag coats. They decided to put them on because they were cold. When they put them on, the lights went off. So they went to sleep.

Later, at three-thirty, they heard a noise. They were frightened. They heard another noise. They saw two golden eyes. Susan screamed and she heard barking. They found out that it was a dog with a small flash light on his collar. Douglas was afraid to touch the dog, but he crept up slowly and took the flash light off the collar. Douglas turned on the light, and the dog began to play with Douglas. The dog was lost, too. Douglas and Susan gave it a name. They called him Lucky.

The next morning, the fair opened, and the people began to come to the Magic House. They began to laugh at them. They heard them and they got embarrassed and ran away. Douglas said, "I am hungry." Susan said, "Me, too!" They wished they had enough money for breakfast.

Pretty soon, Lucky found fifty cents on the ground and barked. Douglas and Susan ran and saw it. They said, "Oh boy, fifty cents." Douglas said, "Let's keep the fifty cents until lunch. We can buy a hot dog with twenty-five cents. We can have one each." "Okay," said Susan.

At lunch time they bought the hot dogs. Lucky barked, "What about me!" Douglas and Susan gave him part of their hot dogs.

Later Susan said, "I am hot; let's swim in the ocean." So they ran into the water to swim, and Lucky went with them.

Their mother and father were worried about them. Their twin brother and sister, Bobby and Jeri, kept saying, "Where are Douglas and Susan?"

Mr. Greenfield said, "Let's go to the beach and try not to worry about them."

The family packed and left. When they got to the beach, they put the beach towel on the sand. Bobby and Jeri ran into the water with their inner tube.

Pretty soon Jeri saw Douglas and Susan. Jeri called Bobby and said, "There are Susan and Douglas." She said, "Let's go and get them and tell them that we have been hunting for them." They ran and told them.

Douglas said, "Where are Mother and Dad?" Bobby said, "Follow us." They all ran because Douglas and Susan were happy to be back home again. They told them about their adventure the night before at the Magic House.

Jeri saw Lucky. Douglas said, "We forgot all about Lucky."

Susan said, "May we keep Lucky?"

Mr. Greenfield said, "Of course, you may because Lucky helped you."

Douglas, Susan, Bobby and Jeri said, "Speak!" and Lucky barked.

SUSIE CAMERON

Adventure of the Future

One day, Mr. Ritz, a substitute deliverer, waited in the warehouse to make a delivery. At last a man shouted, "Special delivery for Mr. Ritz." Mr. Ritz took the package. He drove to the Weird Man Company.

Mr. Ritz glanced at a notice on the front of the door. The notice said, "Sorry, deliverers, we have moved to Mars. Go to the back of our building." He did what the notice said. Immediately, Mr. Ritz felt shocked because he saw a little, dull, awkward rocket and read a notice on it. The notice said, "Mount this rocket and go to Mars." Mr. Ritz trusted it and mounted the rocket with courage. Instantly, the rocket blasted off and zoomed toward Mars.

One century later, the rocket landed on Mars. Mr. Ritz looked the same age. He dismounted with caution. He was astonished as he observed the surface of Mars. There were millions of rubies on it instead of soil; the trees were made of gold; the leaves were made of emeralds; and the waterfalls and rivers were brilliant and had an odor like perfume. "There's no such thing, but it seems real," admired Mr. Ritz. He wandered around and searched for the Weird Man Company. At last he discovered it and strode toward it. It was made of rubies and it was brilliant. Just then he noticed a scrap of paper which said, "I am really sorry again. We have moved to Saturn. Try my extra flying saucer." Mr. Ritz sighed and walked to the parking place for the saucer. The saucer was like a light bulb. Mr. Ritz mounted the saucer. It blasted off and zoomed toward Saturn.

One year later, the saucer landed on Saturn. Mr. Ritz dismounted anxiously and gazed amazingly at the surface of Saturn. He saw colorful stripes of soil and mountains of diamond with colorful gems coming out of them like volcanoes.

Mr. Ritz had forgotten the package at Mars, but he went on. He was starved and weak. Finally, he arrived at the Weird Man Company. Suddenly a vivid golden robot came out and met Mr. Ritz. The robot said, "Where is my package? Some grease was in it." Mr. Ritz said that he had left the package at Mars. The robot loaded Mr. Ritz into a grinder and used him instead of grease.

Billy Wales

The Senior Palms Upper School

Reporters Upper School Pupils
Advisors: Madeline Musmanno
Stanley Menson

Junior Class News

The Junior Class, in which there are fourteen members, was organized and had its first meeting in early winter. There have been meetings every two weeks.

Officers elected are Barbara Goldman, president; Judy Peters, vice president; Carol Wales, secretary; Jackie Huffman, treasurer; and Peter Natale, class historian. Carol Lee Wales is taking care of the bookkeeping for the class. Mr. Newman and Miss Ohlinger are the sponsors.

The Class of 1959 completed their project of earning money, and the Class of 1960 took over after the Christmas vacation. For helping the Senior Class sell refreshments at Riverside City College during the football games last fall, the Junior Class has realized a share of the net proceeds. The money will help defray the expenses of the outing, banquet, Senior Night, gift to the school, and a few other Senior activities.

The Juniors themselves have begun a number of projects for earning money for the class fund. They began by selling candy and Fritos at the recess period in the Upper and Intermediate departments and the teachers' and counselors' lounges. Assorted greeting cards and candy in cans from the Kathryn Beich Company are now on sale, and the class is preparing to wash cars once a month. The first car wash will be on February 28.

CAROL LEE WALES

A Thrilling Game

One evening our boys were playing basketball against Notre Dame High School at Ramona High School in town. Our bus had

broken down, so not all the students could go to see the game. The students who were on the Honor Roll went in teachers' cars to the game.

The "B" team played well but lost to Notre Dame. Then we had the varsity game. We were all amazed by the way our boys played. They were "red hot". We whipped Notre Dame by a score of 95 to 47. Wow! What a marvelous game it was and how wonderfully our boys played! Robert Phillips made the highest number of points in the game with a total of twenty-eight.

HENRY BARNES

A Dream

I dreamed I had a million dollars. I dreamed that I could not find a job, so I went to Texas. I looked for some land and I bought some cheap. I built an oil well. I waited and waited but no oil came up for one month. One morning I woke up and was surprised that some oil had gushed up. I screamed and said, "Wheel!" Then I bought more land and I became rich. I put my money in the bank. I had a million dollars.

One year later I had so much money that I gave some to build a new church and a school in my town. I helped poor people. I donated one thousand dollars to the N.A.D. I bought a mansion. Then I bought a ticket to travel all over the world. I gave my family a thousand dollars each month.

Then I woke up and found that it was only a dream. Shucks!

PAT ZVADA

A Wonderful Weekend

Friday, January 30, we welcomed some students from the Berkeley School for the Deaf. They came to play some games with us.

That night there was a small party for the players in the Teachers' Lounge.

The next day all the players were supposed to go on a tour at March Air Force Base, but our bus broke down; so several staff members came with their cars to take only the Berkeley students.

After lunch we went to the gym of the University of California in Riverside. We girls played volleyball first. We won all three games. Then the "B" basketball team played and we lost. The last game was played by the "A" teams. We lost in a close game with the score of 36 to 34. Our Pep Squad girls yelled as loudly as they could but to no avail. The Berkeley boys still have the trophy.

After dinner we had a Winter Dance in the Social Hall. During intermission we had a

couple from the Arthur Murray Studio show us some dances. They taught us how to dance the Cha-Cha-Cha. The dance was over at 10:30.

Early the next morning some of us girls got up to wave farewell to the Berkeley students. We had a marvelous time during the weekend. We were glad to see some old friends and to make new ones.

ETTA SMITH

A Movie by the Deaf

One Sunday evening two deaf adults came to our school to show us a movie, "The Prospectors", which had deaf actors. It was about a big strong man, a meek man and a sissy who decided to go to the mountains to look for uranium. They got everything ready and left for the mountains. They camped, hiked and looked all over for uranium. They went to different spots but still couldn't find any uranium. Once in a while the men would get lost and get into trouble. Finally all three decided to go home without uranium.

Boy! It surely was a very interesting movie.

I enjoyed watching the actors using the sign language. I approve of movies where the sign language is used. It is much better for the deaf. We can understand the movies better. I hope some day there will be more movies like this one.

VIRGINIA FALLIN

The Charge of the Light Brigade

The poem, "The Charge of the Light Brigade", tells us how brave and honorable the British soldiers were in a battle. There was a mistake in an order to the Light Brigade of six hundred British soldiers to charge against the Russian soldiers. The British soldiers knew that they would die in this battle and had little chance of coming out alive. Nevertheless, they obeyed the order. They rode their horses and flashed their swords in the air toward the Russian soldiers who stood behind cannons surrounding the British on three sides. As the British rode through the "valley of death", many fell and were killed. However, they broke through the Russian lines. When they rode back, there were only a few left of the six hundred British soldiers.

The people in the world marveled at how courageous that Light Brigade was. Lord Tennyson, the British poet, wrote the poem, "The Charge of the Light Brigade", and immortalized those brave British soldiers.

MOLLY MERRITT

My Lucky Day

I went to the Taco place near the Plaza last Sunday. I ordered a hamburger. I gave 25 cents to the man. He showed me a red star on my ticket. He gave me \$1.00. I ordered another hamburger. I gave the man a quarter. Then I ordered an orange drink. I gave the man 15 cents. I got another red star on my ticket. The man gave me another dollar.

DOUGLAS FOWLER

My Aim in Life

I have always wanted to be a registered nurse but I know now because of my deafness that it is impossible. So my second choice is to become an office worker and I am trying to achieve that goal.

I am taking a course in filing, bookkeeping and accounting in vocational class here at CSDR. I work mostly on business machines. I hope that after I graduate in June, I will go to a business college, learn more and then get a job.

DOLORES GRIGSBY

My Aim in Life

I am aiming to have my own bakery shop. If I am successful, I will call it "Sweetland's Bakery". Here at CSDR I am getting a lot of experience. I go to bakery class early in the morning after breakfast and work there until 11:45 a.m. Boy, it surely keeps me busy, but I hope it will help me in the future.

Another aim I have is to earn enough money to travel around the world. Then I want to marry, to be father of four children and to have enough money to support my family comfortably.

I hope all this comes true.

FRED SWEETLAND

Our Trip to the Kaiser Steel Mill

On Tuesday, January 27, 1959, we had an appointment to go to the Kaiser Steel Mill in Fontana at 2:00 p.m. We left at 1:15 p.m. and did not get there until almost 2:15 p.m. since we became somewhat lost.

We were given a lecture about how the mill is run. Here are some of the things we saw.

The Coke Oven

All steel production begins with coke. Coke is made from coal. Coal is carried from the coal mines by railway cars to the coke ovens

of the steel company. Then it is heated from 14 to 17 hours to drive out gases. After the heating process, the coke is pushed out from the oven into a quenching tower where sixty million gallons of water cool the hot coke. This is to prevent the coke from being consumed by fire. Then it is carried by a conveyor belt into the blast furnace.

KATHY STIRLING

The Blast Furnace

A blast furnace is almost as high as a five story building and is used to heat a mixture of limestone, coke and iron together to make iron. It can hold 90 tons of this mixture. A skip car carries the mixture up to the top of the furnace and drops the mixture in. In the furnace the temperatures are very high. At the very base, the temperature is 3,500°F, 900°F at the middle, and 400°F at the top. After many hours of heating, the molten iron is poured into bottle cars, while slag with impurities is thrown away in a dump pile.

MOLLY MERRITT

The Open Hearth

Molten iron from the bottle car is carried to the open hearth. The open hearth's temperature is about 3,000°F. Its capacity is 90 tons. When the iron changes to steel it is poured into a ladle. Then the ladle is carried by a crane to a long row of ingot molds.

JACK SALISBURY

Pouring the Ingots

The molten steel is poured into the ingot molds. While it is still pouring a man uses a spoon to take some steel to be tested. If it is not good, it would not be sold. While the ingots are still hot they are put into the soaking pits.

HENRY BARNES

The Soaking Pit

The ingots are allowed to cool until they hold solid shapes. Then the ingots are lowered into an open-topped, brick lined furnace called a soaking pit. They are kept at a temperature of about 2,400°F. Each of the giant blocks of steel weighs from 4½ to 16 tons.

SHIRLEY HILL

Rolling the Pipe

After the ingots cool some are pressed into coils of flat thin steel. The coils are carried to the pipe mill. A gas-fired furnace heats the

coil almost white hot. Then the steel is drawn through a set of curved rolls which make it into a tubular shape. A blast of air strikes the edges of the tubes raising the temperature to 2,500°F, then forces the edges together. The pipe is then cut to size, cooled and tested.

Rolling the H-Beam

After we visited the building where they make pipes, we went into another building where they make many shapes of beams. As we entered the building, the hot steel was moving back and forth through the rollers. As the beam moved through the roller each time, it became thinner and longer. It was rolled five times then passed to be finished by a final roll. Then it was cut to lengths of 33 or 39 feet.

KAREN ROACH

We thanked our guide and returned to school. We really had a wonderful time and learned much about the production of steel.

VIRGINIA FALLIN

Vocational Department

Annual Style Show

A Hawaiian vacation theme was used by the Vocational Department to present its annual style show on February 19 in the Social Hall.

Semi-formal and casual clothes were modeled by the girls who made them in power sewing and homemaking classes. The scenery was designed and constructed by the pupils in art and woodworking shops. The business machine and printing classes cooperated in preparing the program and the bakery supplied the refreshments used in one party scene.

Highlights of the program were speciality dances performed by Mary Ellen Grandfield and Norma Cisneros.

CSDR Pupils Win Awards at Fair

Sixteen pupils from CSDR won a total of twenty awards at the Riverside County Fair and National Date Festival in Indio.

Guadalupe Zamora won three awards on her entry, while Merry Danielson and Richard Cato each received two awards. The following children were award winners: Floyd Vincent, Paul Setzer, Charles Marsh, Jim Hernandez, Ronald Caselman, Don Winant, Bob Coats and Mark McCrory. Honorable mention awards were given to Danny Vance, Tommy

Dragoo, Meta Wilson, Margaret Dewey and Melinda Watson.

The objects entered in the competition were made in the various vocational shops at CSDR.

Sports Events

Physical Education Department

March 13 is the big day this month in the Physical Education Department, for it's the day of our department assembly program. The program offers a good chance for all of CSDR to see our tumbling team perform. Dress rehearsal the night before gives the children in Lower School an opportunity to see the program, also.

"A" Basketball

The close of the 1958-59 basketball season saw our team emerge with a record of seven wins and six losses. In league standings we placed fifth among the nine schools in the Arrowhead League.

Highpoints of the year were a narrowly-won victory over the Arizona School for the Deaf, a sparkling 95-47 conquest of Notre Dame High School, and a thrilling game against CSDB, which saw us take a heart-breaking two point loss for the second year in a row.

We regret the loss of Jack Salisbury through graduation. He has shown excellent qualities of leadership throughout the season. On the bright side of the ledger, 1959 will see our team return virtually intact. If Don Winant continues to improve as he has, he may well fill the spot left vacant by Salisbury.

Robert Phillips and Butch Gongaware are to be congratulated for their fine playing this season. John Darby has shown great improvement and should develop into an outstanding player. Kenny Garner, while not a high scorer, has helped the team a great deal.

Baseball Schedule

April	17	Aquinas (Here)
	21	29 Palms (There)
	24	Notre Dame (There)
	28	Twin Pines (There)
May	5	Big Bear (Here)
	8	Elsinore (There)
	12	Rim of the World (There)
	15	Boys Republic (Here)

All games at 3:00 except Rim, which is at 2:00. League Track Meet will be held here on April 10.

Leisure Time Events

G.A.A. News

We have not played basketball very much because of the weather. When it rains we meet in the recreational room and have tumbling or dancing. We will have a basketball tournament soon when the weather is clear.

Our volleyball team played against Berkeley on January 31. We won three games. Barbara Goldman made 14 straight points. We, the team, went to our P.E. teachers', Miss Emerick and Miss Gesue, homes for a taco dinner. We surely had a wonderful time and we were full from eating too many tacos and too much ice cream.

Our tumbling team meets every Monday afternoon in the recreation room for practice. Last Monday night, February 23, we went to La Sierra College for tumbling practice. They gave our team a master lesson in gymnastics.

Troop 18 Scouting News

All the Boy Scouts in Troop 18 have been awarded membership cards from National Headquarters.

During recent meetings, instruction has been given in first aid, cooking, and safety. Mr. Zech has shown the Scouts different first aid skills. The boys have practiced artificial respiration and putting on different bandages. Mr. Vitz has taught how to cook with three kinds of fires. Mr. Pepe has shown the correct way to handle and use an axe, knife, and hatchet.

The patrols have been given ranks for improvement. The Panther Patrol, with Jon McGillivray and Sidney Kaufman as leaders, has won first place for its good work at the last few meetings.

Electrical Energy

On Wednesday night of February 11, the members of the Science Club held a meeting to study the making of electrical energy. We were instructed on how to make electricity and measure it with a voltmeter. Then we began work.

First Etta Smith and Butch Gongaware measured the electricity in a dry cell battery and then a flashlight battery. The needle on the voltmeter jumped and showed that both cells contained electrical energy.

Then all the members of the Science Club made a wet cell battery. We needed 200 c.c. of 10% sulfuric acid. Mr. Menson mixed 180 c.c. of water with 20 c.c. of sulfuric acid, and poured the solution of acid into a glass. Dorothy Hottinger and Bill Ramborger dipped the strips of copper and zinc into the acid and connected wires from a voltmeter to each strip. The voltmeter showed us that electrical energy was being produced.

Following this we studied another way of making electrical energy. James Thompson and I clamped together two different strips of metal that had wires attached to them. We connected the wires to the voltmeter and held a fire to the strips of metal. The voltmeter showed us again that we had made a very small amount of electricity.

SONIA KRACER

President, Science Club

Girl Scouts

On Saturday, February 28, the Intermediate Girl Scouts had a nice trip to Los Angeles Arboretum. They enjoyed seeing plants from Africa, Australia and other countries and were surprised at all the peacocks that wander around in the arboretum.

The old-fashioned house near the lake was fun as the girls could look in the windows and see the old-fashioned furniture. They also saw one of the oldest eucalyptus trees in southern California. They saw an old coach house with a real coach in it.

Feeding the geese and ducks was something they liked. After visiting the arboretum, the group went over to Arcadia Park and had lunch.

The Scouts are looking forward to the trip to Laguna Beach on April 25. They will have a cookout, go swimming and look for sea shells.

Troop 25

The Bluejay Patrol has been working on their "Our World" Badge. They have been learning about Japan and its customs. Miss Kubotsu brought many things from home to show the girls. They had a party with the other patrols and had cookies made from recipes from China, Germany, Sweden and France.

(Continued on Page 20)

In Our Dorms

Pachappa I

The boys in Pachappa I had a picnic January 31, with some of the parents at Fairmount Park.

Wieners with all the trimmings were the main fare, and our boys were unexpectedly treated to free rides by a stranger at the amusement park.

Steve Scolaro and Mario Garcia caught two large crayfish.

Pachappa I also had a pre-Valentine Day cookie bake. The boys rolled the dough, used the cookie cutter, greased the pans and placed the cookies in the oven. (They also ate the cookies!) Clyde Vincent proved to be a very good dough roller, while Danny Cisneros, Michael Rojas and Phelan Ray Butler demonstrated their art as cookie cutters. Johnny Karanda and Stephen Cook were the official cookie watchmen.

The boys are happy over the gifts of two trains given to them by the parents of Michael Shannon and David McKee.

Pachappa II

Last weekend Eddie Chavez, Larry Cordero, James Cortez and Ralph Sanchez made kites. They had fun trying to fly them. Lanny Nunn and Michael Sullivan made valentines.

Recently on a Sunday night all the boys had a popcorn party. Mr. Pinkston and Mr. Snider put on a sheet shadow show for the dorm.

Rubidoux II

The girls were all excited and happy to see Susan Ritter when she returned to CSDR on February 2. Susan moved to Indiana with her parents last November and attended public school there. We are glad to welcome her back.

The girls in Room 5, Arlene Marsh, Judy Goldsberry, Alcea Bradley and Janice Dienst had a right to be proud of their room because they had a perfect score every day during January. A picture of the girls and their room was made and will be given to each girl.

Alcea Bradley received the prize for being the best helper in Rubidoux II during January.

Lois Malsberg is very proud of her little poodle which her parents gave her.

Rubidoux III

Room 2 was the award winner for the best room in January. The girls are Karen DuQuin, Carole Williams and Nancy Burrell.

We have a map of Southern California on our wall showing where each of our girls lives. It is very interesting.

Shasta I

Margaret Dewey did a fine job of mounting the pictures of the girls who have lived in Shasta I. She mounted them according to years. The boys in cabinet shop made frames and now we have a gallery of six group pictures. Parents, visitors and ex-students seem to find the pictures of great interest.

Meta Wilson has made new friends at the church where she attends services on Sundays. They have invited her to barbecue suppers, picnics and parties. Recently she spent a happy weekend with one of her new church friends.

Dorothy Stigger has been a weekend commuter lately. One weekend she spent in Harbor City, the next in Perris, visiting Molly Roquemore, and the third in Los Angeles, visiting Annie Wilson.

Lupe Zamora helped decorate a cake to be entered in the Riverside County Fair. It won a blue ribbon.

Shasta II

Marilyn Reynoso was the guest of Darlene Jones the weekend of January 16. The girls went to the Airport to see Darlene's grandmother off to Germany, where she plans to stay for several months visiting with another daughter.

Shasta III

Gail Alvarez brought two large crates of oranges from her parents' ranch. One was enjoyed by the girls in Shasta III, and the other one was given to the girls in Shasta IV.

A new Student Council was chosen the first of February for the remainder of the school year. The girls appointed are: Linda Cummings, Diane Bates, and Josette Olivas.

We are happy to have Lana McGuire with us again after an absence of almost two weeks due to illness.

Josette Olivas' parents came to spend a week-end here in town, and took Josette shopping. She does not go home very often because she lives so far from the school.

Several of the girls are working on numbered paintings. We hope to have some beautiful paintings on our living room walls before much longer.

Shasta IV

Shasta IV is happy to have two new girls in the dorm. They are Virginia Van Der Zee, who has been attending a private school in Florida and Laura Dinndorf, who moved up from Rubidoux III.

Judy Shopshire was very happy when her father, who has been working in Ohio and Colorado, came to visit her.

Irene Acevedo spent a recent weekend with Betty Coley. The same weekend Beverly Osborn went home with Sandra Thompson and Linda Love visited Sharon Williamson.

Lassen I

Many Lassen I boys have been on the B and J.V. basketball teams. They worked hard but had fun. Now they are thinking about track.

Bobby Barron played golf with his father and brother on the San Diego golf course.

Jay Shopshire went to San Diego to visit his brother at the Navy Base. With his mother and Judy, he went to the San Diego Zoo.

Ronald Slobe has a new car. It is a Mercury. His mother, father and he like the new car because it rides so smoothly.

The old T.V. in our dorm is broken. Jack Crawshaw brought his small one from home.

Lassen II

Lassen II has a new counselor. Her name is Miss Biller. We like her and are very proud of her because she is trying hard to learn finger spelling. We were sorry to see Mrs. Knox go, but hope she will be happy with her new job.

We have a new boy in our dorm. His name is John McNamara. He is in Intermediate School.

Palomar I

All of the boys are watching the Trophy Chart very closely. There are about fifteen rooms with almost the same score, so interest is high and competition is keen.

David Olson was very stiff and sore one Monday morning because he had been working all weekend on the family's new home. David plans to spend a lot of time in their swimming pool this summer.

James Manuel, a new student this year, was a football letter man at the Oregon School last year.

Palomar I has elected a new Student Council. The president is Bob Coats, the vice president is Don Winant and the secretary is Pete Howe. The Junior Class representative is Chris Romero, while Mark McCrory represents the underclassmen.

Palomar II

We welcomed the basketball and volleyball teams from Berkeley at 5:30 Friday night, January 31. We saw the bus come in at the entrance, and we all walked to the bus to meet the students. We were very excited and talked with the boys about many things until 10 that night. We were very tired but we had a lot of fun anyway. We all watched two basketball games and two volleyball games the next day, and that night there was a big dance in honor of the visiting teams in the Social Hall. It lasted from 7:30 to 10:30 p.m. We had a very good time.

RONALD VIDUYA

On Saturday night, January 31, we went to the Social Hall, where there was a big dance and the Berkeley Basketball team won the Championship Trophy. We had a wonderful time dancing. The refreshments were delicious. We came back to our dormitories tired but happy at 10:30 p.m.

MIKE LAMB

On February 7 the Explorers and five men went to Joshua Tree at Cottonwood Springs Oasis for overnight camping. We reached the Oasis by noon, put up the tent and prepared lunch. Later we hiked through the valley and on the desert. We had fun on that hike. At night there was a little rain but it was nice and warm in our tent and we slept very well that night. We returned to school the next afternoon. We surely had a wonderful trip even though it rained on us some.

Palomar III

After the general residence hall inspection was completed by Mrs. Scully and Mr. Zech, we were given a rating of EXCELLENT. This

has made us very proud of ourselves and we shall strive very hard to keep the rating up throughout the school term.

Derry Keeshan modestly told us that his father purchased a 48-foot boat during Christmas and he is looking forward to taking an oceanic trip sometime in the summer. And did you know that the famous TV character, "Captain Kangaroo," is his uncle, Bob Keeshan?

Chris Walters put his trading cards of baseball players to good use. His bedroom wall is covered with these colorful cards and it really decorates the whole room.

Credits should be given to Bobby Skedsmo and Charles Marsh for the beautiful drawings on the front windows indicating our warm welcome to the Berkeley team.

We were saddened by the resignation of Mrs. Beatrice Lamb who had to leave for England to be with her husband. We bid her Bon Voyage and wish her good luck.

Upper School Hosts CSDB at Winter Dance

The visit of the Berkeley basketball squad and volleyball team was climaxed by a dance sponsored by the Upper School in the Social Hall on January 31.

Students responsible for the evening's entertainment were Henry Barnes, Jack Salisbury, Fred Sweetland, Don Winant, Molly Merritt, Karen Roach, Ann Wallis and Carolyn Burton. A group of faculty members headed by Mr. Warren Fauth, advised the student committee.

Southern California Conference of Teachers of the Deaf

The third annual Southern California Conference of Teachers of the Deaf is scheduled for Saturday, April 18, 1959, under the sponsorship of the Bureau of Special Education, Los Angeles State College and, as the host agency, the California School for the Deaf.

The feature address this year will be given by Dr. Irving S. Fusfeld, supervisor of counseling and child guidance, California School for the Deaf, Berkeley.

The California School for the Deaf plans on having a number of classes in session Saturday morning to afford visitors an opportunity to observe the pupils at work. There will be a number of discussion groups for those with special area interests.

King and Queen of Hearts Reign at Valentine Party

King Chris Walters and Queen Francine Cameron reigned over Intermediate School's Valentine party on February 14.

A student committee planned and carried out the details of the party under the guidance of a faculty committee headed by Mrs. Nadine Schneider. The pupils in this working group were Tom Henes, Don Billings, Charles Marsh, Mona Wingfield, Pandy Thorsell and Paul Setzer.

The king and queen were chosen by vote of the pupils and faculty.

Recent Visitors

Dr. Boyce Williams, Consultant in Education of the Deaf in the United States Vocational Rehabilitation Department in Washington, visited CSDR on February 13. Accompanying him was Mr. Harry Cook who is the Vocational Rehabilitation Officer for the Deaf in the Los Angeles area.

Mr. W. E. Johnson, Superintendent of the Royal New South Wales School for the Deaf in Darlington, New South Wales, Australia, visited at this school on March 12 and 13.

Groups who toured the campus or visited classrooms were an Arts and Crafts class from U.C.R., some parents of deaf children from San Diego, student nurses from Riverside, several student teachers of the deaf from Los Angeles State College, and pre-nursing students from La Sierra College.

Troop 25

(Continued from Page 17)

Miss Carlson is now working with the Bluejays on a Sports Badge. They will learn the rules of several games and have a ping-pong tournament within the patrol. We are looking forward to our beach trip on April 25.

Our Cover

The winds of March are providing a lot of fun for our young kite-flyers. Merry Carol Danielson worked out the cover design in Commercial Art class.

P.T.C.A. Notice

Your next P.T.C.A. meeting is on Sunday, May 3, 1959.

Election of officers for the coming year will be held.

Support **your** organization!

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F. W. DOYLE
Deputy Superintendent of Public Instruction, and Chief
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Mrs. Beatrice Harvey, Secretary to Principal
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Mrs. Olive Russell, Secretary to Supervising Teachers

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Boys' Physical Education
William Thornton
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Mrs. E. Tejada-Abal
Mrs. Osie Brown
Ruth Clements
Alex Colson
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John Holter
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Mrs. Sally Kelly
Mrs. E. Lachenbruch
Edith Renna
Mrs. Gladys Stephens
Beverly Young
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Larry Barrett
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Norma Best
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Mrs. Esther McGarry
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Norman Tully
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Supv. Teacher
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Carl Barber
William Blea
Mrs. Joan Fahey
Warren Fauth
Lucy Lewis
Stanley Menson
Hubertine Mog
Madeline Musmanno
Larry Newman
Betty Ohlinger
Dorothy Smallwood
Mrs. Elsie Turechek
McCay Vernon

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Rudolph Ackerman
Evan Ellis
Felix Kowalewski
Tolvo Lindholm
Joanne Meek
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E. Page Stratton
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William Colley	Inter. Acct. Clerk	Barbara Olson	Evening Switchboard Operator

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Supervising Cook
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Nicholas Philipson, Cook
Roy Stutzman, Cook
Martin Keehnel, Cook

Ralph Williams, Cook
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Mrs. Natalie Bembery
Mrs. Bonnie Bentley
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Clarence Hanson, Stationary Engineer
Harold Land, Stationary Engineer
Robert Mead, Stationary Engineer

Frank Copeland, Engineer
Alfred Calvano, Bldg. Maintenance Man
Howard Mitchell, Electrician
Harold Camp, Electrician
Ray Hartwell, Painter
Kenneth Thompson, Plumber

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Paul Garcia, Laborer
Edward Valentine, Laborer
Hugh Woody, Laborer
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Edward Zeman, M.D., Pediatrician
Theodore Hughes, M.D., Otolologist
Veau Stone, M.D., Ophthalmologist

Mrs. Grace Constable, R.N., Supv. Nurse
Mrs. Agnes Wickens, R.N., Nurse
Mrs. Norene Laughlin, R.N., Nurse
Mrs. Margarette Tornell, R.N., Nurse
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Riverside, California**

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